**The Cannon of Educational/Psychological Schools of Thought**

1. **Japanese Lesson Study**
2. **Team Building activities (low ropes course)**
3. **Outdoor education**
4. **Experiential Learning**
5. **Project-based Learning**
6. **Service Learning**
7. **Transformational Learning**
8. **Social and Emotional Learning**
9. **Tribes Curriculum**

High Rocks model of teaching has been informed over the years by many influences. For your reference, some of the most important are listed below.

**Japanese Lesson Study**

Lesson study\* is a professional development process that Japanese teachers engage in to systematically examine their practice, with the goal of becoming more effective. This examination centers on teachers working collaboratively on a small number of "study lessons". Working on these study lessons involves planning, teaching, observing, and critiquing the lessons. To provide focus and direction to this work, the teachers select an overarching goal and related research question that they want to explore. This research question then serves to guide their work on all the study lessons.

While working on a study lesson, teachers jointly draw up a detailed plan for the lesson, which one of the teachers uses to teach the lesson in a real classroom (as other group members observe the lesson). The group then comes together to discuss their observations of the lesson. Often, the group revises the lesson, and another teacher implements it in a second classroom, while group members again look on. The group will come together again to discuss the observed instruction. Finally, the teachers produce a report of what their study lessons have taught them, particularly with respect to their research question.

\*"Derived from the Japanese word *jugyokenkyuu*, the term 'lesson study' was coined by Makoto Yoshida...it can also be translated in reverse as 'research lesson' [coined by Catherine Lewis], which indicates the level of scrutiny applied to individual lessons." --RBS *Currents*, Spring/ Summer 2002

**Team Building activities (low ropes course)**

Reasons for team building include

* Improving communication
* Making the workplace more enjoyable
* Motivating a team
* Getting to know each other
* Getting everyone "onto the same page", including goal setting
* Teaching the team self-regulation strategies
* Helping participants to learn more about themselves (strengths and weaknesses)
* Identifying and utilizing the strengths of team members
* Improving team productivity
* Practicing effective collaboration with team members

**What are team-building exercises and what is their purpose?**

Team-building exercises consist of a variety of tasks designed to develop group members and their ability to work together effectively. There are many types of team building activities that range from kids games to games that involve novel complex tasks and are designed for specific needs. There are also more complex team building exercises that are composed of multiple exercises such as ropes courses, corporate drumming and exercises that last over several days. The purpose of team building exercises is to assist teams in becoming cohesive units of individuals that can effectively work together to complete tasks.

**Outdoor Education**

**Outdoor education** usually refers to organized [learning](http://en.wikipedia.org/wiki/Learning) that takes place in the [outdoors](http://en.wikipedia.org/wiki/Environment_%28biophysical%29). Outdoor education programs sometimes involve residential or [journey](http://en.wikipedia.org/wiki/Quest)-based experiences in which students participate in a variety of adventurous challenges in the form of [outdoor activities](http://en.wikipedia.org/wiki/Outdoor_activity) such as [hiking](http://en.wikipedia.org/wiki/Hiking), [climbing](http://en.wikipedia.org/wiki/Climbing), [canoeing](http://en.wikipedia.org/wiki/Canoeing), [ropes courses](http://en.wikipedia.org/wiki/Ropes_course), and [group games](http://en.wikipedia.org/wiki/Group-dynamic_game). Outdoor education draws upon the philosophy, theory, and practices of [experiential education](http://en.wikipedia.org/wiki/Experiential_education) and [environmental education](http://en.wikipedia.org/wiki/Environmental_education).

### Aims

Some typical aims of outdoor education are to:

* learn how to overcome adversity
* enhance personal and social development
* develop a deeper relationship with nature.

Outdoor education spans the three domains of self, others, and the natural world. The relative emphasis of these three domains varies from one program to another. An outdoor education program can, for example, emphasize one (or more) of these aims to:

* teach outdoor [survival skills](http://en.wikipedia.org/wiki/Survival_skills)
* improve [problem solving](http://en.wikipedia.org/wiki/Problem_solving) skills
* reduce [recidivism](http://en.wikipedia.org/wiki/Recidivism)
* enhance [teamwork](http://en.wikipedia.org/wiki/Teamwork)
* develop [leadership](http://en.wikipedia.org/wiki/Leadership) skills
* understand [natural environments](http://en.wikipedia.org/wiki/Natural_environment)
* promote [spirituality](http://en.wikipedia.org/wiki/Spirituality)

**Experiential Learning**

Experiential learning requires no teacher and relates solely to the meaning making process of the individual's direct experience. However, though the gaining of knowledge is an inherent process that occurs naturally, for a genuine learning experience to occur, there must exist certain elements. According to [David Kolb](http://en.wikipedia.org/wiki/David_Kolb), an American educational theorist, knowledge is continuously gained through both personal and environmental experiences.[[4]](http://en.wikipedia.org/wiki/Experiential_learning#cite_note-3) He states that in order to gain genuine knowledge from an experience, certain abilities are required:

1. the learner must be willing to be actively involved in the experience;
2. the learner must be able to reflect on the experience;
3. the learner must possess and use analytical skills to conceptualize the experience; and
4. the learner must possess decision making and problem solving skills in order to use the new ideas gained from the experience.

**[**[**edit**](http://en.wikipedia.org/w/index.php?title=Experiential_learning&action=edit&section=2)**] Implementation**

Experiential learning can be a highly effective educational method. It engages the learner at a more personal level by addressing the needs and wants of the individual. Experiential learning requires qualities such as self-initiative and self-evaluation. For experiential learning to be truly effective, it should employ the whole learning wheel, from goal setting, to experimenting and observing, to reviewing, and finally action planning. This complete process allows one to learn new skills, new attitudes or even entirely new ways of thinking.

Most educators understand the important role experience plays in the learning process. A fun learning environment, with plenty of laughter and respect for the learner's abilities, also fosters an effective experiential learning environment. It is vital that the individual is encouraged to directly involve themselves in the experience, in order that they gain a better understanding of the new knowledge and retain the information for a longer time. As stated by the ancient Chinese philosopher, [Confucius](http://en.wikipedia.org/wiki/Confucius), "tell me and I will forget, show me and I may remember, involve me and I will understand."[[*citation needed*](http://en.wikipedia.org/wiki/Wikipedia%3ACitation_needed)]

According to learning consultants, experiential learning is about creating an experience where learning can be facilitated. How do you create a well-crafted learning experience? The key lies in the facilitator and how he or she facilitates the learning process. An excellent facilitator believes in the creed: **"**You teach some by what you say, teach more by what you do, but most of all, you teach most by who you are**."** And while it is the learner's experience that is most important to the learning process, it is also important not to forget the wealth of experience a good facilitator also brings to the situation.

An effective experiential facilitator is one who is passionate about his or her work and is able to immerse participants totally in the learning situation, allowing them to gain new knowledge from their peers and the environment created. These facilitators stimulate the imagination, keeping participants hooked on the experience.

Creating an experiential learning environment can be challenging for educators who have been taught through traditional classroom techniques. Identifying activities that allow learners to understand and absorb concepts can be a new and daunting experience. In traditional classrooms where lectures with PowerPoint slide sets are standard, educators need to be creative to engage students, get them up out of their chairs, involved in an experience. However, by providing direct experience in addition to standard written and visual materials, learners with different types of learning styles and strengths can be accommodated.

### People

* [John Dewey](http://en.wikipedia.org/wiki/John_Dewey)
* [Paulo Freire](http://en.wikipedia.org/wiki/Paulo_Freire)
* [David A. Kolb](http://en.wikipedia.org/wiki/David_A._Kolb)
* [Carl Rogers](http://en.wikipedia.org/wiki/Carl_Rogers)
* [Jean Piaget](http://en.wikipedia.org/wiki/Jean_Piaget)
* [Maria Montessori](http://en.wikipedia.org/wiki/Maria_Montessori)
* [Rudolf Steiner](http://en.wikipedia.org/wiki/Rudolf_Steiner)
* [Kurt Hahn](http://en.wikipedia.org/wiki/Kurt_Hahn)

**Project Based Learning**

**http://www.bie.org/**

**What is PBL?**

In Project Based Learning (PBL), students go through an extended process of inquiry in response to a complex question, problem, or challenge. While allowing for some degree of student "voice and choice," rigorous projects are carefully planned, managed, and assessed to help students learn key academic content, practice 21st Century Skills (such as collaboration, communication & critical thinking), and create high-quality, authentic products & presentations.



Rigorous and in-depth Project Based Learning:

* **is organized around an open-ended Driving Question or Challenge.** These focus students’ work and deepen their learning by centering on significant issues, debates, questions and/or problems.
* **creates a need to know essential content and skills.** Typical projects (and most instruction) begin by presenting students with knowledge and concepts and then, once learned, give them the opportunity to apply them. PBL begins with the vision of an end product or presentation which requires learning specific knowledge and concepts, thus creating a context and reason to learn and understand the information and concepts.
* **requires inquiry to learn and/or create something new.** Not all learning has to be based on inquiry, but some should. And this inquiry should lead students to construct something new – an idea, an interpretation, a new way of displaying what they have learned.
* **requires critical thinking, problem solving, collaboration, and various forms of communication.** Students need to do much more than remember information—they need to use higher-order thinking skills. They also have to learn to work as a team and contribute to a group effort. They must listen to others and make their own ideas clear when speaking, be able to read a variety of material, write or otherwise express themselves in various modes, and make effective presentations. These skills, competencies and habits of mind are often known as "[21st Century Skills](http://www.bie.org/about/21st_century_skills)".
* **allows some degree of student voice and choice.** Students learn to work independently and take responsibility when they are asked to make choices. The opportunity to make choices, and to express their learning in their own voice, also helps to increase students’ educational engagement.
* **incorporates feedback and revision.** Students use peer critique to improve their work to create higher quality products.
* **results in a publicly presented product or performance.** What you know is demonstrated by what you do, and what you do must be open to public scrutiny and critique.

**Service Learning**

**http://www.servicelearning.org/**

KIDS service-learning projects can take place in any K-12 classroom, in any content area, and address any authentic problem or need. Service-Learning is a teaching strategy through which students identify, research and address real community challenges, using knowledge and skills learned in the classroom.

**Service-Learning is** a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

Through service-learning, young people—from kindergarteners to college students—use what they learn in the classroom to solve real-life problems. They not only learn the practical applications of their studies, they become actively contributing citizens and community members through the service they perform.

Service-learning can be applied in a wide variety of settings, including schools, universities, and community-based and faith-based organizations. It can involve a group of students, a classroom or an entire school. Students build character and become active participants as they work with others in their school and community to create service projects in areas such as education, public safety, and the environment.

Community members, students, and educators everywhere are discovering that service-learning offers all its participants a chance to take part in the active education of youth while simultaneously addressing the concerns, needs, and hopes of communities.

**What Service-Learning Looks Like**
If school students collect trash out of an urban streambed, they are providing a valued service to the community as volunteers. If school students collect trash from an urban streambed, analyze their findings to determine the possible sources of pollution, and share the results with residents of the neighborhood, they are engaging in service-learning.

In the service-learning example, in addition to providing an important service to the community, students are learning about water quality and laboratory analysis, developing an understanding of pollution issues, and practicing communications skills. They may also reflect on their personal and career interests in science, the environment, public policy or other related areas. Both the students and the community have been involved in a transformative experience.

**Key Principles**

* **Academic Integrity** – Each project has clearly defined learning objectives that relate to state learning standards and local curricula.
* **Apprentice Citizenship** – Students learn about civic engagement through partnerships with active community members working on local needs.
* **Student Ownership** – Students share in decision-making with adults, and adults share in learning with student – acting as partners and coaches rather than experts.

Service-learning projects designed using the KIDS model follow a multi-step process that includes:

* define service-learning; discover problems and needs in their school; investigate the causes and effects of the problems they identify; research various solutions to the problems; evaluate the pros and cons of each solution and decide on the actions to take; create an action plan and time-line to implement ideas; implement the plan; and evaluate the results of actions.

While linear steps are occurring (list above), educators also:

* create a collaborative environment in the classroom to foster team work; facilitate on-going reflection (make connections between learning and the project); connect the service-learning project to the curriculum; with students, reach out to parents and the public; and celebrate successes along the way.

**Transformational Learning**

The study of transformational learning emerged with the work of Jack Mezirow (1981, 1994, 1997). Transformational learning is defined as learning that induces more far-reaching change in the learner than other kinds of learning, especially learning experiences which shape the learner and produce a significant impact, or paradigm shift, which affects the learner's subsequent experiences (Clark, 1993).

Three common themes characterized Mezirow's theory of the mechanism of transformational learning in the classroom. These were experience, critical reflection, and rational discourse. The students' life experiences provided a starting point for transformational learning (Mezirow, 1991). Mezirow considered critical reflection to be the distinguishing characteristic of adult learning, and saw it as the vehicle by which one questions the validity of his world-view. He identified rational discourse as a catalyst for transformation, as it induced the various participants to explore the depth and meaning of their various world-views, and articulate those ideas to their instructor and class mates.

Boyd and Myers (as cited in Imel, 1998) encouraged adult educators to develop and practice two characteristics. First was seasoned guidance, the ability to serve as an experienced mentor reflecting on his/her own journey, with the intent to assist others with their transformational process. Second, they valued compassionate criticism, assisting students to question their own reality in ways that would promote transformation of their world view. Cranton (1994) emphasized the importance of the teacher as a role model who is willing to demonstrate his own willingness to learn and change. Taylor (1998) saw the role of the teacher to help students connect the rational and affective aspects of their experience in the process of critical reflection.

Taylor (1998) believed that too much emphasis was placed on the teacher at the expense of the student. He emphasized that learners share the responsibility for constructing and creating both the environment and the process of transformational learning. Daloz (1986) recognized that growth can be a risky and frightening journey into the unknown, as students are challenged to let go of old conceptualizations of self and the world. He challenged teachers to structure their teaching for fostering personal development of the students rather than developing specific competencies. He frequently used the metaphor of transformation as a journey in which the mentor or instructor served as a gatekeeper as well as a guide for students on the journey (Daloz, 1999).

Mezirow (1997) identified several ways to stimulate transformational learning, including journal writing, metaphors, life history exploration, learning contracts, group projects, role play, case studies, and using literature to stimulate critical consciousness. He believed that these could stimulate critical reflection and rational discourse, integral parts of the transformative process in his model. Mezirow strongly emphasized that transformational learning came about through discussion and exploration of concepts relating to these kinds of experiences, and was not an advocate of creating intense emotional experiences in transformational learning.

Roberts (1989) offered visionary thoughts for the future of education, focusing on multistate learning consistent with transformational learning. He recognizes that topics which used to be on the fringes of orthodox research in psychology and education are starting to appear regularly in the mainstream literature. He boldly states that the major intellectual error of our times is the failure to recognize the fundamental primacy of mind-body states, and that any cognitive science which omits them is incomplete.

**Social and Emotional Learning**

These capabilities are seen as crucial 21st century skills and dispositions:

improved self-management and interpersonal relationships, greater investment and involvement in community life, and greater flexibility and adaptability in the workplace.

A unifying framework for this paper’s analysis is provided by CASEL, the Collaborative

for Academic, Social and Emotional Learning (http://www.CASEL.org), the major US

intermediary organization promoting knowledge, research and practice in the field.

A 1997 CASEL publication notes that “Social and emotional competence is the ability to understand, manage and express the social and emotional aspects of one’s life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development” (Elias et al., 1997,p. 2).

CASEL has identified five core competencies learned through SEL interventions, all

crucial to life, learning and work. These are:

1. Self-awareness: accurately assessing one’s feelings, interests, values and strengths; maintaining a well-grounded sense of self-confidence;
2. Self-management: regulating one’s emotions to handle stress, control impulses and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; expressing emotions appropriately;
3. Social awareness: being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources;
4. Relationship skills: establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed;
5. Responsible decision-making: making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others and likely consequences of various actions; applying decision-making skills to academic and social situations; contributing to the well-being of one’s school and community.

**Tribes Curriculum**

Tribes.com

*Every school should be a model home, a complete community actively developing future compassionate citizens capable of creating, leading and contributing to the kind of democratic communities - in which weall long to live.

— Jeanne Gibbs*

Students achieve because they:

* feel included and appreciated by peers and teachers
* are respected for their different abilities, cultures, gender, interests and dreams
* are actively involved in their own learning
* have positive expectations from others that they will succeed.

The clear purpose of the Tribes process is to assure the healthy development of every child so that each one has the knowledge, skills and resiliency to be successful in a rapidly changing world.

**How It Works**

Tribes is a step-by-step process to achieve specific learning goals. Four agreements are honored:

* attentive listening
* appreciation/no put downs
* mutual respect, and
* the right to pass

Students learn a set of collaborative skills so they can work well together in long-term groups (tribes). The focus is on how to:

* help each other work on tasks
* set goals and solve problems
* monitor and assess progress
* celebrate achievements.

The learning of academic material and self-responsible behavior is assured because teachers utilize methods based upon brain-compatible learning, multiple intelligences, cooperative learning and social development research. The teachers and administrators in a Tribes school or district also work together in supportive groups. They too enjoy the participatory democratic process and creative collegiality.